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ABSTRACT

Extended teacher preparation programs require students to take longer than the traditional 4 years to complete their baccalaureate degrees and qualify for teacher certification. A review of literature on the subject was undertaken primarily through the use of searches of the Educational Resources Information Center (ERIC) database. Findings of the review are organized under three major headings: (1) arguments supporting adoption of extended programs; (2) impacts on participants and potential participants; and (3) impacts on other constituencies. The first category outlines some arguments that were used as rationale for a change from a traditional 4-year program to an extended teacher education program. The second category summarizes reported effects of extended programs on those who have been enrolled in these programs and on those who might be thinking about enrolling. The third major category summarizes findings related to reported consequences of extended programs for constituencies other than program participants, such as parents and institutions not electing to offer such programs. It is concluded that the literature on extended teacher preparation programs is meager, characterized by design flaws. and lacking in information on impact on learners. Questions are raised for further research. (AMH)

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EXTENDED TEACHER-PREPARATION PROGRAMS: WHAT THE LITERATURE TELLS US

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EXTENDED TEACHER-PREPARATION PROGRAMS: WHAT THE LITERATURE TELLS US

INTRODUCTION

The term "extended teacher preparation" program has not been neatly pinned down in the literature by a widely accepted operational definition. As a result, generalizations arising from a review of existing research literature must be approached cautiously. What is described as an "extended teacher preparation" program in setting "A" may feature substantive differences from a similarly described program in setting "B."

Despite important place-to-place differences, it is fair to say that most extended teacher preparation programs sort into two basic types. The first of these might be described as a "dispersed-professional-education-courses model." This model, often described as a "five-year" program, features a mix of three basic categories of courses that begin during the undergraduate years and continue into a fifth year (and sometimes a sixth year) of graduate study. These three categories include (1) general academic foundations courses, (2) an academic major (frequently taken in a subject area a candidate wishes to teach), and (3) professional education courses. In this model, students often receive some exposure to schools and school learners early in their undergraduate

programs. They take some professional education courses throughout both the undergraduate and graduate phases. Optimally, students enrolling in a program of this type decide they want to pursue a program leading to certification relatively early in their undergraduate years. Many of the nation's large research institutions that have instituted extended teacher preparation programs in recent years have instituted this general model (Holmes Group, Inc., 1988).

The second arrangement might be described as a "concentrated-professional-education-courses model." This approach, sometimes referred to as a "fifth year" often concentrates all professional education courses during a fifth year of study following the award of the baccalaureate degree. This approach has been especially attractive to students who have completed (or who have nearly completed) their baccalaureate programs before they develop an interest in pursuing a program of study leading to initial certification.

Regardless of internal structural differences, all extended teacher preparation programs require students to take longer than the traditional four years to complete their baccalaureate degrees and qualify for teacher certification. Interest in this topic received a tremendous boost in 1986 when the Holmes Group established as a con-

dition for membership a commitment to an extended teacher preparation program (Holmes Group, Inc., 1986).

As used in this paper, the term "extended teacher preparation program" does not extend to programs designed to serve needs of people with bachelor's or advanced degrees who are already teaching in the schools on emergency certificates. Programs referenced here are directed toward individuals who aspire to work as teachers, but who have not yet completed the training requirements and who have not been employed as full-time teachers in the schools.

Despite the intensity of recent interest in the idea of extended teacher preparation programs, relatively little research has been undertaken to establish either their general effectiveness or the effectiveness of some individual variables that often are included as components within the programs. The authors reviewed over 100 studies, identified primarily through the use of searches of the Educational Resources Information Clearinghouse (ERIC) data base. Studies were retained for further review only when there was evidence of an effort to report specific impacts of extended programs on at least one of the following groups: (1) participants in the programs, (2) on learners in the school, or (3) other constituencies. Except for several key items produced by the Holmes

Group (1986) and a special task force of the American Association of Colleges for Teacher Education (Monahan et al., 1983) that laid out some important rationales for extended programs, papers that were purely descriptive in nature were eliminated. This process reduced the final number of reviewed studies and reports to between 20 and 30.

Findings of this review are organized under three major headings: (1) Arguments Supporting Adoption of Extended Programs; (2) Impacts on Participants and Potential Participants; and, (3) Impacts on Other Constituencies. The first of these categories outlines some arguments that were used as a rationale for a change from a traditional four-year to an extended teacher preparation program. Information related to participants and potential participants summarizes reported effects of extended programs on those who have been enrolled in these programs and on those who might be thinking about enrolling. The third major category summarizes findings related to reported consequences of extended programs for constituencies other than program participants, for example parents and institutions not electing to offer such programs.

ARGUMENTS SUPPORTING ADOPTION OF EXTENDED PROGRAMS

Support for extended teacher preparation programs

has not been generated as a result of careful analyses of research information (Byrnes, Kissock, & Preskill, 1987; Hawley, 1986; Knapp, McNergney, Herbert, & York, 1990; Ryan, 1987; Tom, 1986). The absence of research base to support a policy recommendation as important as moving from a four-year to an extended teacher-preparation format has drawn criticism (Armstrong, Savage, & Erion, 1986; Ryan, 1987; Tom, 1986). Ryan (1987), for example, suggested that the Holmes Group's (1986) insistence that its member institutions endorse extended preparation programs was inconsistent with the important research mission of the organization's affiliated universities.

A general argument that has been made in support of extended programs is that four years is too short a period of time for prospective teachers to get the solid grounding in academics and in pedagogy that they need to discharge their responsibilities professionally in today's schools (Sizer, 1987; Corrigan, & Haberman, 1990). Corrigan and Haberman (1990) argued that, while at one time four years of preparation meant teachers were much better educated than the typical citizen, the expansion of educational opportunity has changed this situation. Members of the public today, they suggested, are better educated themselves, and they demand better educated teachers. By extending the preparation time, it will be

possible for teachers to become as well grounded in an academic subject as all other college graduates (Corrigan and Haberman, 1990).

The view that traditional four-year programs allow inadequate time for graduates to receive thorough preparation in both academic subjects and professional education has been challenged. Tom (1986) pointed out that any intellectual inadequacies characterizing graduates of traditional four-year programs probably owe more to internal curriculum-design features than to inadequate time. He suggests that, with careful planning, more could be accomplished within the traditional four-year framework. A similar argument was made by Armstrong, Savage, and Erion (1986).

Support for extended teacher preparation programs has not come from a strong push from within the general community of educators. Particularly, there has been little evidence that school administrators have demonstrated much interest in such programs (Cyphert, & Ryan, 1988).

Gickling (1984) conducted a survey of teachers, school administrators, and college of education faculty members to determine their attitudes regarding the relative attractiveness of two alternative programs for preparing special education teachers. One was designed as a traditional four-year model. The second featured a four

year program followed by a one-year internship, for a total of five years. Seventy-seven percent of respondents indicated a preference for the four-year program (Gickling, 1984).

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In summary, research evidence has been little used to provide a rationale for the establishment of extended teacher preparation programs. Nevertheless, there are powerful constituencies arguing the merits of establishing such programs (Holmes Group, Inc., 1986; Monahan et al., 1983). Some of this commitment seems even to run contrary to evidence that has been systematically gathered with a view to making a case for extended programs. For example, the American Association of Colleges for Teacher Education (AACTE) commissioned a survey of its membership regarding extended programs. On the whole, member institutions were found to be cautiously negative about the idea of establishing extended programs. Despite this finding, the report writers concluded, "The recommendation of the Task Force on Extended Programs is that the AACTE Board continue to vigorously advocate the establishment of extended programs in education . . . ." (Monahan et al., 1983; p. 24).

IMPACTS ON PARTICIPANTS AND POTENTIAL PARTICIPANTS

Program Participants

Several investigators have looked at the impact of extended programs on individuals who have experienced them. Andrew (1990) reported on four-year and five-year program graduates of the University of New Hampshire. Admissions requirements for the five-year program were reported to be higher than those for the four-year program. Hence, a more academically talented group was rep resented in the five-year group.

A higher percentage of five-year program graduates than four-year program graduates actually went into teaching (93 versus 83 percent). Further, a higher percentage of five-year program graduates than four-year graduates remained in teaching. This finding is contrary to an earlier report by Schlechty and Vance (1983) that suggested academically superior teachers were more likely to leave teaching than their less academically talented counterparts.

Andrew (1990) further reported that graduates of the five-year program viewed their preparation experiences more positively than did four-year program graduates. Five-year program graduates rated their proficiency on 11 of 12 teaching-related tasks higher than four-year program graduates.

In virtually all reported areas, Andrew (1990) reported superior results for five-year program graduates. Because entry-level requirements were set at higher levels for five-year than for four-year program participants, observed differences may not be confidently attributed to program differences. It may be that the critical variable here was the generally-superior academic capabilities of those enrolled in the five-year program.

Andrew's (1990) work did attest to the ability of an extended teacher preparation to attract and satisfy a population of academically-talented individuals. This parallels a finding of Hranitz and Shanoski (1988) who surveyed attitudes of graduates of Bloomsburg University of Pennsylvania's five-year teacher preparation program. The Bloomsburg program set high academic standards for admission. Seventy-five percent of those who completed it rated themselves as excellent teachers.

Arch (1990) reported on a comparison of students who prepared for initial certification either through a traditional four-year program or a graduate level Master of Arts in Teaching (MAT) program. Entry level requirements were set at a higher level for MAT program participants. Both programs were found to provide participants with a satisfactory knowledge of effective teaching methods. Students who were in the MAT program and who were prepar-

ing to teach at the secondary level received higher ratings from their supervisors than future secondary school teachers enrolled in the four-year program. No such differences were noted at the elementary level.

Arch (1990) pointed out that elementary people, even in the four year program, had extensive experience in school classrooms prior to the student teaching semester. This was not the case of four-year-program secondary student teachers. The investigator speculated that the lack of the prestudent teaching field experiences in the schools may have resulted in lower ratings for the secondary students in the four-year program as compared to those in the MAT program (who, by the end of the program, had had a longer time in the schools than secondary people in the four-year arrangement).

Kluender (1989) described the relative impact on a number of behaviors associated with teachers' observational skills, planning skills, and familiarity with instructional techniques of (a) an extended elementary teacher preparation and (b) a traditional four-year program. Requirements for entry into both programs were the same. Students in the extended program reflected more sophisticated thinking and included more specific comments in journals kept throughout the preparation program. On a final test focusing on various dimensions of

classroom pedagogy, extended-program learners scored significantly higher than four-year-program students on the test as whole and significantly higher on every subsection of the test. Finally, extended program students developed lesson plans that were richer in detail, more varied in their suggested instructional approaches, and more generally sensitive to the instructional context than their four-year-program counterparts.

Kleinfeld and Noordhoff (1989) used an imaginative videotaping approach to make a record of lessons taught by students in the extended Teachers for Rural Alaska Program. Students were videotaped three times - once at the beginning of the program; once at the conclusion of on-campus instruction; and, once at the conclusion of student teaching. These three measures reflected a continuous growth throughout the program in students' abilities to take into account (a) vocabulary used by culturally-different learners, (b) communication styles of culturally-different learners, (c) background knowledge and frames of reference of culturally-different learners, and (d) special fears, anxieties, and lacks of confidence of culturally-different learners. Program participants developed conceptual frameworks that seem associated with success in multicultural settings.

Denton and Peters (1988) reported positive results

for a fifth year, extended program that drew heavily on product-process research in planning training experiences for participants. At the conclusion of the program, students were found to be effectively implementing desired teaching techniques as judged by learners they taught, by school district appraisers, and by university appraisers who used videotapes to make their judgments. This study also reported on participants' impact on achievement of the learners they taught during an internship phase of the program. Achievement scores were gathered from classes taught by program participants and from other sections of the same courses taught by teachers who were acting as their building supervisors. Results demonstrated that there were no achievement differences between classes taught by interns and those taught by the group of carefully selected and highly experienced supervisors.

White (1986) surveyed and compared graduates of a four-year teacher program who graduated in 1975 from Austin College of Sherman, Texas and graduates of a five-year program who completed their programs at the same institution in 1986. Five-year program graduates reported that they were better prepared than four-year program graduates in such areas as classroom management, instructional planning, individualizing instruction, and crea-

tivity.

Potential Program Participants

Knapp, McNergney, Herbert, and York (1990) studied potential financial consequences for a student who elected to pursue an extended teacher preparation program requiring two years of study following the award of the bachelor's degree rather than a conventional four-year program. They found that a full-time student electing the longer program would require 32 years to recover the dollars lost by not completing a four-year program and immediately beginning to teach upon receipt of the baccalaureate degree.

The issue of cost of extended programs to students has been addressed by several critics. Ryan (1987) noted that such programs, if mandated, would place exceptional hardships on students from minority groups and students from families of limited means.

Tom (1986, 1987) noted that a decision to mandate an extra year of preparation time as a prerequisite to certification would increase the expense of attending college. The net impact would be to decrease enrollments in teacher preparation programs. The view that mandated extended programs might reduce overall teacher education enrollment numbers was reflected in returns from a survey of Minnesota institutions (Byrnes, Kissock, and Preskill,

1987). Responding colleges and universities suggested that a policy requiring future teachers to go through an extended preparation program would have a negative influence on students who were still undecided as to whether they should pursue certification.

Cyphert and Ryan (1988) reported a result of a survey that asked undergraduates to comment about what they would do if they were in a position to select either a four-year or a five-year teacher preparation program. In this Ohio survey the investigators reported that, if given free choice between a four-year and a five-year program, 90 percent of undergraduates and about two-thirds of graduates of teacher preparation programs stated they would chose the four-year program. The same survey revealed that if a decision were made that mandated a five-year program it would be much more attractive if it culminated in a master's degree (Cyphert and Ryan, 1988).

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Researchers who have investigated the impact of extended programs on participants have reported some positive results. While there have been studies reporting comparisons between extended and four-year programs where entry-level requirements have been held constant (Kluender, 1989), often entry requirements for extended program participants have differed from those for students in

traditional four-year programs. Consequently, it is difficult to know whether observed differences between four-year and extended program graduates result from the program variable or from one or more variables associated with entry-level participant characteristics.

Economic consequences of requiring all students to go through extended programs may affect numbers of individuals deciding to become teachers. Some authorities suggest that extended programs may particularly discourage minority and low-income students from pursuing teacher preparation.

IMPACT ON OTHER CONSTITUENCIES

Professional writing that has addressed the question of how extended teacher preparation arrangements might affect constituencies other than program participants has concentrated on what might result if traditional four-year programs were entirely displaced by extended programs. Many critics suggest that such a development would have particularly severe consequences for private liberal arts colleges (Byrnes, Kissock, & Preskill, 1987; Cyphert, & Ryan, 1988; Knapp, McNergney, Herbert, & York, 1990; Ryan, 1987; Tom, 1986).

Tom (1986) suggested that legislation mandating fifth year programs would greatly reduce the diversity of institutions presently preparing teachers. Costs of

graduate instruction are high. Many liberal arts colleges would simply drop the teacher-preparation function rather than incur the expense.

Byrnes, Kissock, & Preskill (1987) arrived at the same conclusion as Tom (1986). They based their conclusion on a survey of teacher preparation institutions in Minnesota. They concluded that, were such institutions to eliminate their teacher preparation programs, both the quality and quantity of teachers new teachers in Minnesota would be adversely affected.

An Ohio study reported by Cyphert and Ryan (1988) found that as many as one-third of the private institutions in that state might drop teacher education if five-year programs were mandated. Such a decision might cut down on the supply of new teachers and result in disastrous economic consequences for the liberal arts institutions that were forced to eliminate their programs. Many students come to such institutions with the expectation that they will be able to complete certification programs. If, for reasons of cost, liberal arts colleges had to eliminate the teacher-preparation function, many prospective students might enroll in other institutions that continued to offer certification programs (Ryan, 1987).

Knapp, McNergney, Herbert, and York (1990) pointed out that a decision to require extended teacher certifi-

cation programs would have financial implications for states and for state institutions. If a master's degree were required as a precondition for certification, district's would be forced to raise entry level salaries. If they failed to do so, few students would see the economic logic of spending an additional year (or more) of academic training to qualify for certification. Additionally, the states would be forced to provide more money to state colleges and universities to support graduate study in teacher education. This would be true because the cost of delivering graduate instruction far exceeds what the state recovers in tuition payments.

Knapp, McNergney, Herbert, and York (1990) noted that a decision to require a master's degree as a prerequisite for initial teacher certification might result in a proliferation of weak master's degree programs. Certainly new programs would need to be carefully monitored by state authorities.

Monahan et al. (1986) in their survey of AACTE member institutions found many of them to be concerned about the difficulty of "selling" extended teacher preparation to parents. Since institutions are in no position to guarantee that graduates of such programs will automatically receive higher salaries than graduates of traditional four-year programs, many AACTE colleges and

universities were worried about how parents might be convinced of the merits of paying for an additional year (or more) of preservice teacher preparation.

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In summary, consequences for "other constituencies" may be serious if decisions are taken to require all prospective teachers to complete extended preparation programs. Many liberal arts institutions could be forced to eliminate their teacher certification programs. This might result in a decrease in the quality and quantity of entry-level teachers.

School districts may be forced to raise entry-level salaries to attract individuals to spend the extra time needed to complete extended programs. Legislatures may be called upon to provide more money to support graduate level instruction in extended programs offered at state colleges and universities. Costs, too, may be incurred as efforts are mounted to monitor the quality of new master's programs that have been developed in response to mandated extended teacher preparation requirements.

Institutions that have contemplated initiating extended teacher preparation programs have been concerned about the difficulty of promoting them to parents. There have been fears that parents may doubt the wisdom of paying for more than four years of preparation for teaching

unless there is solid evidence that entry-level salaries will rise high enough to offset the expense of an additional year (or more) of training.

CONCLUSION AND IMPLICATIONS FOR FURTHER RESEARCH

The corpus of research on the impact of extended teacher preparation programs is not impressive. As others have noted, program justification has been made much more frequently on rationalistic than on empirical grounds (Armstrong, Savage, & Erion, 1986; Byrnes, Kissock, & Preskill, 1987; Hawley, 1986; Ryan, 1987, Tom, 1986).

It is particularly disappointing to find so little attention in the research literature to the relative impact on learners of the schools of instruction provided by teachers trained in extended teacher-preparation programs. The work of Denton and Peters (1988) stands out as an important contribution in this area.

Many studies that have attempted to assess the impact of extended programs on participants have suffered from key design flaws. The most important among them has been the tendency for many extended programs to adopt admissions requirements different from those applied to individuals seeking admission to traditional four-year programs. As a result, it is difficult to sort out specific causal factors that might be associated with any reported differences. For example, are variables unique

to the extended programs critical, or are variables associated with entry-level characteristics of four-year and extended program participants critical?

The Holmes Group (1986) and the AACTE Task Force on Extended Programs (Monahan et al., 1983) have suggested that many more extended teacher preparation programs should be established. Efforts to make extended programs the only available teacher-preparation option may act to limit the diversity of institutions preparing teachers (Tom, 1986; Cyphert, & Ryan, 1988; Ryan, 1987).

Costs to states may go up as additional funds are channeled to colleges and universities to support graduate-level teacher preparation programs. School districts demand more money to raise salaries to levels high enough to attract prospective teachers to preparation programs requiring an additional year (or more) of study (Knapp, McNergney, Herbert, & York, 1990).

Social "costs" must also be considered. There has been some concern that extended programs may price teacher preparation beyond the means of many minority students (Ryan, 1987). Indeed, costs may result in a net reduction of numbers of individuals pursuing teacher preparation (Tom, 1986, 1987).

On the other hand, some positive findings have been reported by investigators who have looked at specific

extended teacher preparation programs. Notably, these programs do seem to be attracting a pool of highly talented individuals. Further, these people seem to be very supportive of the kind of preparation they received and to be confident professional practitioners (Andrew, 1990; Hranitz, & Shanoski, 1988).

Do benefits of extended preparation programs outweigh any negative (and often unintended) side effects? The data simply are not yet available to allow for even a sophisticated discussion of this question, let alone a definitive answer. The political muscle being put behind the effort to expand extended teacher preparation (Holmes Group, Inc., 1986; Monahan et al., 1983) is considerable. As individual colleges and universities consider their options, they ought to have available to them a much broader array of program-impact information than now exists in the professional literature. The rationalistic arguments supporting and opposing extended programs need to be supported by a body of evidence derived from empirical studies.

Specifically, some answers to these questions are needed:

. What are the relative advantages of different extended teacher preparation models, and what internal variables seem to be most effective?

What criteria are being used to establish program effectiveness?

- What is the relative impact on learners in the schools of teachers prepared in extended teacher preparation programs as compared to traditional four-year programs under conditions where entry-level characteristics of individuals extended and four-year programs are similar?
- What is the impact on participants of extended teacher education programs as compared to traditional four-year programs under conditions where entry-level requirements for each program are similar?
- What evidence is there that school districts will pay higher beginning salaries to individuals who have completed extended programs as opposed to four-year programs?
- What are characteristics of extended teacher preparation programs that have managed to attract large numbers of minority and low-income students?
- Can the benefits accruing to participants in an extended program be realized in a four-year program that features a carefully designed program of study?

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Certainly, these questions do not exhaust the research possibilities. They do suggest issues that merit consideration. Answers would greatly expand the information base available to institutions considering implementing extended teacher preparation programs.

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